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EDITORIAL

The article on Reading instruction by Prof. R. Sudarsanam is continued in this issue. Though it is primarily intended for the students of Tamil Nadu Agricultural University, most of his findings are relevant to others as well. We invite the attention of our readers to the conclusions appearing in pages 76–79. As the professor rightly observes, "decoding a material is a psycho-linguistic process of thinking in the medium of the language of communication involving the understanding of the meaning of topicalisations, the choice of words, the use of words in matching or differentialed positions". He has brought out three books based on the materials prepared by him and these are available to those who wish to try them out in their classes. (For copies please write to the author whose address is given in the footnote to his article that was published in Vol. XI issue number 2). We look forward to publishing his next article on 'Composition or communication'.

Dr. (Miss) Kshonika Bose has presented a paper on 'An Approach to the Teaching of English', Situational teaching is a technique that has been popularised by the British Council in our country but if used mechanically it may not yield good results- Dr. Bose's recommendation in this regard is important; the situations must be realistic, graded intelligently, and should proceed from the concrete to the abstract; new situations may be created by using pictures, objects, actions, gestures, sketches and verbal context.

Verghis Chandy has written an interesting article on Language Development in Children. This will be of great use to teachers of pre-primary and primary stages.

BOOK REVIEW

Oxford Picture Dictionary

English—Tamil

E. C. Parnwell, D. H. Howe,

K. VENKATASUBRAMANIAM

Oxford University Press,

Price Rs. 7-50.

O. U. P. which has brought out a number of good books to promote English teaching in our country deserves high commendation for publishing the book under review since it fulfils a long felt need to impart a basic knowledge of English not merely to the children at school but also to the adults who had not had the benefit of learning English. The authors have done an excellent job in selecting over 2000 words and classifying them under various heads which represent familiar situations where a knowledge of English may be a great help. The pictorial illustrations in pleasing colours and the apt Tamil equivalents make English learning an enjoyable experience. As Dr. Malcolm S. Adiseshiah has observed in his Foreword, 'at each point two pictures seem to be speaking to us in English and Tamil'. The popularity and utility of the book need no proof as a second edition had to be published within a few months of the first of which 10,000 copies were sold. This may serve as useful supplementary reading material to the children in the elementary schools as also to the grown-ups in non-formal institutions.

M. DURAISWAMY

A LESSON IN READING INSTRUCTION FOR STUDENTS OF SCIENCE IN COLLEGES

By

R. SUDARSANAM

(Continued from Vol. XI No. 2)

M. The students here are taught to write communication materials and not *compositions.*

a) The *compositions* of Tamil musicians are generally very good.

b) The botanists classify plants according to the *compositions* of cells, particular parts etc.,

c) The *composition* of the ministers is well balanced as each one of them is experienced in different fields.

d) *Compositions* are a kind of imposition on both the teacher and the taught.

10. A piece of communication in which new and unexpected combinations have been made, may reflect the writer's personal experience and his desire to communicate it vividly. Routine and oft-repeated combinations like "the last but not the lèast" may not be found in their writings. Please mark such new combinations used in the passage. IW

a) It *has been elegantly proved......*(new combination.)

b) It has been *convincingly proved......*(oft repeated)

c) It has been *prov°d beyond doubt* (oft-repeated).

Exercises in Discoursal Logic and Cohesion:

C.I. Please assign one of the following sub-titles of functional classification to each paragraph of the passage. GW

a) description of the method of the present experiment.

b) Statement of a hypothesis (a new idea)

c) description of a problem and terms of reference.

d) a review of generalisations/related facts

e) a future outlook on the advantages, the disadvantages of the application.

f) a resulting generalisation.

g) Statement of suggestions for future activities.

2. Please read the abstract and then the first and last lines of two succeeding paragraphs and answer Yes/No to the following questions.

   a) The succeeding paragraph carries forward the earlier information logically.

   b) The succeeding paragraph illustrates the earlier information analogically.

   c) The succeeding paragraph draws inferences.

   d) The succeeding paragraph takes up another aspect (a branch) of the given title.

   e) The succeeding paragraph takes up an entirely new idea.

3. Please write the nominal phrases signalled by the following pronouns in their places of occurrence. GW

   a) these, b) it c) this d) they

4. Please fill in the blanks suitably from among the choices, given in the brackets. IW

   a) for the same purpose b) very similar to

   c) in common with d) under the influence of

e) instead of f) as before

g) under normal conditions.

The character of gravity receptors is—(i) the accepted views of many scientists. The cochlea in the human ear is——(ii) the statholiths in function. The statholiths exist ——(iii) as that of cochlea, for sensing thegravity. —(iv) the shrimp fills its statholiths with sand grains and swims normally without any difficulty. In the experiment, the shrimp has to fill its statholiths with iron filings so, it loses the sense of gravity——(v) a moving magnet. When the magnet is removed, the shrimp is able to swim normally——(vi).

D. Exercises in Syntax:

1. Please read the following examples of co-ordination with 'and'/with a 'comma+and'. Please collect similar examples from the passage. GW

Examples: a) I bought a pen, two pencils *and* a rubber (series-Phrase level)

b) the bracket fungi *which* grow horizontally on trees *and which* clearly have a very efficient gravity sense do not synthesise starch at all. (Parallel-structural level).

ii) Please combine the following pairs of sentences into one sentence omitting redundant information and structures. The following forms are normal in science discourses. IW

a) The grains of sand roll around. The grains of sand then press against different parts of the inside of the chamber.

b) It will make the starch grains roll to the walls of the cell.

It will make the starch grains stack up against the walls of the cell.

c) These are visible in the growing regions of leaves. These are visible in the growing region s of stems. These are visible in the growing regions of roots.

d) There are a number of separate systems involved in gravity perception in the animal world. There are a number of systems involved in gravity perception in the plant world.

D2. Please fill in the blanks with suitable forms of verbs. You should look for S—V agreement and sequential relationships.

1) It is proved that this system——i (be) responsible for gravity perception by——ii (replace) the sand in shrimp tanks with iron filings 2) The shrimps——iii (fill) their statholiths with these instead of sand grains. 3) If a magnet——iv (move) around the tank, the swimming shrimp——v (become) hopelessly——(confuse). 4) when the magnet——vii (remove) the shrimp——viii (swim) as usual without any difficulty.

D3. Please fill in the blanks with articles. Please remember to use definite articles wherever specific references are required. Wherever no article is required please put a dash.

IW

It is said that plants have——i system for gravity perception. Professor Andus has made——ii model of ——iii system,——iv plastic box with——v plastic pellets to simulate——vi starch grains, floating in——vii viscous oil only slightly less dense than——viii pellets, which represent——ix protoplasm——x starch grains float in.

E. Analysis and Synthesis :

Please bring out i) the underlying sentences in the following sentences and ii) the underlying basic sentences in the italicised phrases. GW

a) *These marine creatures* detect *the direction of the pull of gravity* by organs called Statholiths, tiny spherical chambers which the shrimps partly fill with sand grains.

b) Nerves supplying the chamber walls report the stimulus back to the brain, which works out which way up the shrimp is.

c) The plant hormone stimulates one or the other side of the stem or root to grow faster, thus producing *the degree of curvature* required..

F. Topic for group discussion :

Do crops respond to music ? How can we test it ?

G. Exercises in spelling and pronunciation :

i. Please read the following words with proper pronunciation and stress : GW

a) /'Srimps, b) / 'stx—əuli—s /

c) /'stimjulas/ d) /pə'sep/ən/ e) /kən'spikjuəs/.

ii. Please read aloud paragraph 5, with proper breath groups and tonics. IW

H. Exercises in Reference study :

Please find out from a suitable dictionary what the following words mean in different contexts. H.W.

a) Blue boy b) Blue revolution

c) blue book d) blue print e) blue moon.

WORK - SHEET

A. Groups of words belonging to one context are given below. Please state the context to which each group of words belong and note the word that does not belong to the group.

Words	Context	Word not Collocating.
a) Car, house, train, bus aeroplane.	——	——
b) Nocturnal, diurnal, seasonal, weekly, spatial	——	——
c) Inefficient, unsuitable, incapable, liquid.	——	——
d) tropical, arid, irrigated. dry, economic.	——	——
e) yield, cost of seeds, expenses, profit, wet.	——	——

B. Please indicate the meaning of the following word combinations in the given context.

Word combination	Context	Meaning
a) Yellow book	(Social)	
b) Yellow fever	(Medical)	
c) Yellow	(Chemistry)	
d) The yellow of the egg.	(Home Science)	
e) The yellow spot	(Agriculture)	

C. Please complete the words on the basis of the spelling and other cues in the passage on, 'protein'. Pro——1 is a consti——2 nt of living matter in both the Ve——3 table and ani—— 4 kingdoms. Every form of life V——5 s,

bac——6 plants, jelly fish, ins——7ts mm——8 e and men, con——9 pro——10 s of many kinds. N——rly all living cells con——9a great——12 of water, necle——13y for all the——14 actions which take——15 in them; their more solid——16 are the nucleus and what is called the pro——17m surrounding it. The pro——18 con——18 mainly of——1. In it are found a large——19 of enzy——20.

D. Please state which sentence illustrates the same use of the word or idiomatic or figurative expression as in the given example.

Ex. i) There are *bound* to be variations in the yield of the crop.

a) The Library books are *bound* in leather.

b) The prisoner's hands are *bound* with handcuffs.

c) Regular and nutritive food is *bound* to improve the health of the child.

d) The child should not go beyond the *bounds* of the school.

Ex ii) Foods of animal origin are *composed* mainly of protein and fat.

a) This song has been *composed* by Saint Thyagaraja.

b) The boy was *composed* when his father scolded him for his misbehaviour.

c) The compositor in the printing Press *composes* a page of matter for printing.

d) The parts that *compose* the whole of a flower can be identified.

E. Please complete the sentences in a logical way using one of the given words.

i) You can depend on the seeds supplied by our University because the seeds have been——tested, selected, graded and verified.

a) hastily b) properly c) improperly d) carefully.

ii) We are assured of cent per cent success because the students are——. a) lazy, b) foolish, c) hard-working, d) simple.

iii) We expected much from it, but it proved to be a ——(a) success, b) good variety, c) failure, d) high yielder.

iv) The book is very costly in comparison with the ——prices of Indian editions.

a) high, b) exorbitant, c) costly, d) cheap.

v) I do not mind if I get the blue pencil or——(a) another one, b) the pen, c) the red pen, d) the red one.

F) Please correct the mistakes in the following sentences The italicised words will reveal the mistakes.

i) Practically all the *food materials* contained in the *plant* are *transported* to the seeds through the veins.

ii) At the time of pollination. a grain of pollen becomes *attracted to* the stigma, where it *germinates* and *grows* down to the ovary.

iii) As the *grains* mature, they lose their green colour and *acquire* a brown or yellow *colour*.

Conclusions :

1. The method developed for skimmed reading was time-consuming in the beginning, but after three or four classes the students were able to finish it quickly. The pay-off of this method is found to be immense in respect of 'reading' successfully. If High School teachers of languages spend sometime in training the students in reading Phrase-units, and in making proper segmentation, they will be laying a very useful foundation-ability in the students.

2. The presentation of the reading material under segmented and linear forms as in the TG-tree, appears to carry much advantage to the student, as the phrase rules; inter- and intra-relations at sentential and discoursal levels appear explicit. This type of presentation may be successfully exploited at lower levels for training in reading.

3. The students who started with an average reading rate of 40 words per minute and with about 30% comprehension were able to follow different reading rates (from 150 to 250 words/minute) and read different discourse forms with about 70% to 80% comprehension at the end of the reading course (12 weeks); the rate of comprehension has increased by three times.

4. Comprehension questions like 'false/true' ones may be developed by the teachers for testing the comprehension of the students at specific 'spots' of the passage; but they do not reflect the real degree of reading. i.e., the degree of comprehension, integration and retention of the global meaning. So, the teachers should prepare 'cloze' passages on the same subject but in different modes and use them for both training in and testing for successful reading.

5. Grammar Questions are generally limited to testing the use of grammatical items at a point in single sentences. At the collegiate level, attempt should be made to help the students internalise. discoursal grammar (discoursal logic and cohesion) and generate it. It is only then students will not stop with 'compositions', they will go further: they will learn 'communication' i.e., to communicate in the appropriate form and the appropriate language according to the needs and levels of communication. The subject of 'Composition or communication will be discussed separately in another article.

6. The students' inability to decode a written message does not appear to be the result of difficulties in grammar or vocabulary so much as that of their inability to think and

follow a line of thinking. The reading materials which reflect one line of thinking have been found useful to give the students an assured guidance for successfully following the track of thoughts of the author, for thinking retroactively (backward) and proactively (forward) and for internalising the content and form of communication.

7. The reading materials should be such as to create interest in the students without getting into their main subjects of study, and at the same time without losing touch of their subjects and with the potentiality of structure (form, length and content) for giving the students a brief total perspective of the lesson from the first line to the last line. Starting from these controlled materials, the students may be guided to move towards free reading materials, and literary materials where all the dimensions of thinking and complexity in form may be in a state of simultaneous and uncontrolled inter-actions.

8. Reading process is a universal process; a student who has developed this process in his mother tongue is assured of transfer benefits for learning to read in another language. A failure in reading in English is partly due to their failure to develop good reading strategies and processes in their mother tongue. All language teachers in Colleges need a training in methods of teaching reading, and writing, and application of linguistics to class-room situations.

9. The reading matter should be treated as a 'communication' and the students should be helped to get into the psychological thought process of the writer and his purpose of communication. This helps the students understand the global meaning first and then the contextual meaning of particular words, phrases and transformations. The major part of understanding from 'reading' comes from 'within' the reader, and the visual cues give only a start, a direction and a form to it.

10. If 'decoding' a material is thus a Psycholinguistic process of thinking in the medium of the language of communication involving the understanding of the meaning of topicalisations, the choice of words, the use of words in matching or differentiated positions, etc., 'decoding' a poem and responding to the feelings, emotions and their roots of thought, which are both social and personal is a process which involves both psycholinguistic and socio-linguistic processes involving wider awareness and participation on the part of the student. If the students should generate these responses the poetic selections should be culturally and sociologically nearer to the students in theme and experience. It is only then the dictum that 'a true poem communicates before it is understood, may be found to be true to experience'.

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The author is grateful to Dr. G. Rangaswami, Vice-Chancellor, Tamil Nadu Agricultural University, Coimbatore for his support and encouragement for trying out the findings of the research project on Systems Approach to 'Teaching Reading' in class-room situations. I thank Mr.B. Kumaravadivelu and Mr. B. Ponnuswamy, Instructors in English who assisted me ably. These materials have been successfully followed in the Coimbatore campus of the Tamil Nadu Agricultural University since 1972, and suitable modifications have been made on the basis of our experience. The materials are available to those who could try them out in their classes.

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AN APPROACH TO THE TEACHING OF ENGLISH

By

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The features of the English Language to be taught can be classified under headings : Phonology (sound), Syntax (sentences) and Lexis (words). Around these three essential features the four linguistic skills, such as, listening and understanding, speaking, reading and writing, are developed in the learner. It means that a learner should be able to understand and use English sentences, sounds, and word meanings appropriately within a certain specified period. This can be explained with a two dimensional figure, such as,

Listening	Speaking	Reading	Writing
Phonology	√	√	
Syntax	√	√	√
Lexis	√	√	√

There is still a scope to add another dimension. The activities around language learning should be at two levels, elementary and advanced level. Planning to teach English in this way needs lot of hard work on our part.

ENGLISH SYLLABUS

A classroom teacher, however, is handed in a syllabus, some text books (detailed and supplementary) and much language work normally known as 'grammar and composition'. The teacher sees the syllabus developed in the form of two or three papers. It appears then that the objectives of languag

learning as referred to in the diagram above, are somewhat remote or out of bounds when the teacher is toiling hard to work on the syllabus prescribed.

In fact the work directed towards fulfilling the objectives of language learning and completing the syllabus are one and the same. The sooner the goal is realised, the better will be the desired synthesis achieved. Look at the text. Broken into linguistic substances they are to be seen as combinations of phonology, syntax and lexis plus ideas. Again they are learnt when the four skills are practised in and around them during the period of 4 to 6 years schooling. This spreads out from the elementary to the advanced level course. A learner having gone through 4 to 6 years of studying English is expected to have acquired some practice in their use to some extent.

Some years ago, the English text books, good in their own way, did not specifically bring out, in the lessons selected and graded sentence patterns, sound stress and vocabulary count in such a systematic and scientific way as they do now. The books in fact are now designed to pinpoint the linguistic elements in a graded manner so as to facilitate the mastery of these elements in a proper manner within the specified time length. Then how to plan the teaching of English language is a pertinent question.

TEACHING THE ESSENTIALS

Concentrate on the three fundamental features of the English language.

1. Pronunciation features—comprising (a) the recognition and production of single sounds in the stream of speech, (b) word stress (syllable stress in a word) (c) sentence rhythm and (d) intonation (a feature related to the situation where 'speech' is used).

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*Prepared for an English Language Teaching Seminar for the XI., Standard English Teachers of Delhi Schools, Directorate of Edn. Delhi-1976.

2. Grammatical features—which are seen in operation (functioning) in forms of sentences. Such forms may be used in everyday speech, communication with one another and hence they are more frequent forms. Or, they may be found in less frequent forms of sentences in literary writing (poems, novels, plays, essays, and letters.) In both cases the "context of situation" is important and the appropriateness of it gives a unique meaning to the sentence form.

3. Vocabulary.—ranging from simple names of objects and qualities commonly associated with the sentence-patterns taught to complex phrases arranged in varied frame of order as well as abstract concepts of all varieties.

1. Pronunci ation is primarily involved in all oral work, that is, listening and speaking. Features of pronunciation are, sound articulation, word stress, sentence rhythm and intonation. New words are taught and are meant to be heard and spoken. New forms of sentences will involve correct pronunciation of individual words, proper sentence rhythm and intonation Any oral rendering—either in the form of speech or reading of independent sentences or sentences arranged into a paragraph and so on will involve attention to pronunciation.

2. What are grammatical features? A language has certainly a behaviour, control and mastery over which gives the users of the language a command of the same. If the language happens to be the learner's first language or mother tongue he manages automatically to speak all the recognised conventional forms of the language in the natural way by the age of 4. He might not have any explanation to offer as to why he uses the form of utterance (word order in a sentence with a meaning) the way he uses. His intuition says that he is more often correct than not. His forms of sentences' in the circumstances' are found appropriate and thus accepted by others in the "context of situation", Also other people use them in the same manner in similar situations. When such forms are analysed a PATTERN is seen. The expression "sentence pattern" is thus a convenient name for the form

of sentence which is appropriate in a certain 'context of situation' or in a certain set of circumstances.

The common problems of English language structure have to be overcome by all students. This can be achieved by *constant* practice of existing forms. Rational explanation of grammatical devices is possible only in some cases and in a very limited way. So the learning of the patterns depends solely on *practice in situations* rather than in memorising the rules governing the framing of such patterns.

> "An English schoolboy does "grammar" as an analytical exercise but the foreign student needs to learn the mechanics of the language. Most existing grammar books are designed for the English school boy, and even a large number of those that are intended for foreigners have not managed to free themselves entirely from the purely analytical point of view."*

A very clear and correct observation indeed. If we adopt the analytical way of teaching English, we have to tell students what he 'ought to say' in English. Students will learn better if they are placed in a situation where they come to grasp 'what is actually said' in the target language, then practising to say that form till he acquires a habit of saying it in similar situations. It is advised that this experience of 'picking up' a language must precede the experience of studying English in the analytical way.

GRAMMAR vs STRUCTURE

The grammar of a language, at its best, indicates the relationship of various components of a sentence form. Each unit in a sentence can be studied in detail independently. Does mastery or thorough knowledge of grammar ensure the correct use of the same always ? and particularly in speech? So we have the concepts of learning grammar 'formally' and learning the use of grammar in 'function'. It is advised, after lot of experience, that once the learner learns the language while it is in operation

(functional way) he learns it more easily, happily and proficiently. The rational aspect of the language should follow and not precede his ability to use the language naturally and automatically. Skill in cycling is acquired by regular practice in cycling rather than by memorising the elements of 'how to cycle'. Similarly we learn a language by using it and not bv simply knowing how to use it.

What is syntactical structure? One of the great advances in the field of linguistic science is the discovery that the word is much less important than the ways in which words are put together. The structural pattern in whatever is written and spoken depends on 'form' (order and combination), 'function' and 'meaning' of words according to the needs of the situation. Of these, grammar is concerned mostly with the function of words.

"The essential basis of English syntax is this that words cannot be put together in just any order, e.g., it is permissible to have, 'the man eats' and not 'man the eats'. In addition to grammatical acceptability and intelligibility the total meaning may depend in part simply on word order, as in these two sentences. 'a man flies the kite' and 'the kite flies the man'. *Although grammar is a part in the analysis of the structures, the analysis of a syntactical structure comprises something more than grammar.*

Again, syntactical relations are to be viewed in (1) positional relations, and (2) relations of co-occurrence The first refers to the word order of sentences, the second means that words of one classgroup either precede or follow words of another classgroup. Thus 'man class' or 'horse class' words are preceded by 'good' and 'strong' class words. This word class analysis has long been familiar in the study of different languages under the title 'parts of speech' and as such nine word classes are mentioned, such as, noun, verb, pronoun, adjective, adverb, preposition, conjunction, interjection and article. Difficulties arise when various classes are not clearly defined in formal terms. The labelling of word classes by such names as nouns or verbs may not be justified.

* W. S. Allen, Living English Structure, Longmans.

Because the same word may be classified under more than one head words like 'death', 'pursue' 'malicious' belong to noun, verb and adjective groups. Words like 'work' belong to both noun and verb classes (This work is good and 'he works well'). Find out the class for the word, 'red' as in 'I like red colour, My favourite colour is red and 'Red' is the colour I like. Words like 'mature' belong to the verb and adjective classes, (The scheme is maturing; his mature skill...) There are preposition, adverb and conjunction classes signified by words like, 'at', 'with, 'from', 'soon', 'seldom', 'if', 'when', (conjunction). But words like 'before' and 'after' belong to all three classes; preposition in, 'he came before tea' adverb in 'he had come before' 'and conjunction in' 'he came before we expected him'. The English word 'round' belongs to five classes.

1. One round is enough (noun)
2. You round the bend too quickly (verb)
3. ...in a round tower (adj.)
4. He came round (adv.) and...
5. He wandered round the tower (prep.)

Words are not, however, grouped together at random, while we speak or write. They are arranged with certain different order, such as, SvV, the boy is playing; VSV, is the boy playing? or, SVO,—he wrote a letter. For the sake of convenience we deduce four familiar structures, (1) sentence pattern; (2) phrase pattern; (3) formulae, signifying the various culture complex, and (4) idioms." Elements of grammar are present in a structure, but the elements of a structure cannot always be learnt in a grammar way. They are better learnt by getting 'located' and constantly being used. The structural way of learning the grammar (used in a structure) is preferred to the analytical way of learning it. For example, the grammar of English articles and the selection and grading of this area of a grammar are two different things; also the grammar of verb 'be' and the selection and grading of the same are two different things. This means that between a theory of language learning and the mechanics of teaching

situationally and reinforcing the learnt item with practice—lies the difference.

VOCABULARY

The vocabulary items are often the typical vocabulary commonly associated with the sentence patterns.

(a) The sentence pattern in its turn is related to the context of situation. Examples:—

This is a glass of water
,, a bottle of milk
,, a packet of cheese
,, a swarm of bees
,, a box of sweets etc.

These are natural English utterances. But we are not free to substitute any name of a container or of the thing contained. Nor are we free to say a swarm of cheese or a packet of bees. They would not be 'English' such expressions are easy to learn when the teacher shows the objects in the form mentioned. So the choice of vocabulary is influeneed by the relation of the sentence pattern to its context of situation.

(b) In some cases the choice of vocabulary is arbitrary. Example.—I saw....................almost any name of a visible thing or person might be used.

(c) In some cases vocabulary items themselves may be the reason for choosing one sentence—pattern rather than another for the same general context of situation.

Ex.—I took a cup of tea two minutes ago.
I've just taken a cup of tea.

The first expression requires in these circumstances the use of simple Past Tense, while the use of the second expression (just) requires in another situation the Present Perfect Tense.

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* Extract from the lesson for B. Ed Correspondence Course, written by the same writer. Central Institute of Education. Delhi-7.

D. STRUCTURAL—SITUATION TEACHING

I Learning a language under the influence of any classical language advocates learning the same through grammar method, That is, learning, (a) parts of speech, (b) syntax. Rules were learnt by heart and exceptions to rules too. But for practical purposes people had to learn it.

II Direct Method—Students were directly initiated to the language—to speak by speaking, read by reading etc. Translation was banned and use of mother tongue discouraged, Direct method proved difficult because vocabulary and structures tended to be poured over too fast—not graded properly.

III It gave rise to vocabulary selection—on grounds of frequency, teachability and usefulness. Grading was difficult, time consuming and also words were not based on context always.

IV Words alone are not important. Their replacement in certain order signifies meaning as much as structural coherence. Further, words may have more meaning than one: Ex: 'How' 'do', 'You', 'do',—these words appear in a well connected order, we get a sentence form, e.g., 'how do you do ?

V Hence came the structural approach and situational teaching. Certain features should be noted :

(a) Grammatical points are presented in sentence patterns which show their function and meaning.

(b) These are arranged in a carefully graded teaching order. Simple functional items figuring in a sentence are introduced early in the course and more complex functional items in more complex sentence patterns appear later.

(c) Only one new functional item figuring in a sentence pattern is introduced at a time.

(d) words are also graded.

(e) Each new sentence pattern involving a functional item and or vocabulary item/items requires meaningful presentation and practice before the students can be expected to use them.

(f) For such practice Aural/Oral presentation should precede reading and writing.

(g) The presentation and Practice of items should involve sentence pattern (syntax) sound structure (phonology) and word patterns (morphology) as far as possible.

VI Progression of sentence patterns explains the meaning of the structural—situational teaching. An example,

The functional item is a part of verb, 'Be', *I am/etc.*

(a) I am Amarnath.
You are Geetabali.
She is Radhika.
He is John.
They are students.
We are travellers.

These are statements by which people identify themselves.

(b) I'm here. You're there. John's here. They are there. We are here.

These are statements when people wish to signify their location or the location of other people.

(c) I'm Nigerian. She's Burmese
He's English. You're Chinese.
They are Americans. We are Indians,

These statements are used in circumstances where people wish to state their nationality.

(d) I'm hungry. You're cold.
They're tired. He's thirsty.
We are fresh, etc....

These statements express physical state.

(e) I'm tall. He's dark. She's slim.
You're pretty. They are short. We are strong.

These statements express external physical appearance.

Thus it is more important to see how verb 'Be' can be used in varieties of circumstances than to learn the conjugation of the same verb in all its forms.

VII Structural approach goes with situational teaching.

—situation to be realistic

—situation to be graded intelligently and arranged too

—situation from concrete to abstract, from known to unknown

—situations to be created by using pictures, objects, action, gesture, sketches and verbal context.

LANGUAGE DEVELOPMENT IN CHILDREN

By

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It would be interesting to see how language development occurs in a child. Before discussing the process of language development, it would be worth while to examine the points of view of psycholinguists and psychologists. There is the view held by a number of linguists and psycholinguists that the child is genetically endowed for language behaviour. They argue that language cannot begin until the child has attained a certain level of physical maturation and growth and that there is an innate language capacity. There is the learning theory which says that the infant begins to learn language by associating the sounds of the human voice, particularly his mother's with need—satisfying circumstances.

The infant's cry at birth is the first sound uttered by him. From then onwards, he goes on making sounds His early utterances are comfort sounds and discomfort cries. The first sounds which the child makes are said to be closely related to feeding and breathing. Progress in speech consists of using the elementary speech sounds in a variety of ways and in different combinations. At about the age of 8 weeks, one could notice the child uttering the first distinct syllable. Two syllable sounds can be heard around the age of 13 weeks. Then he begins babbling. The child, by repeating what was in the first instance an unpleasant experience gains mastery over his babbling. Language is gradually shaped out of the multitude of sounds he makes in babbling Babbling is differentiated into recognizable sounds. From this babbling stage the child learns to produce sounds similar to those heard in the environment.

During the child's first year, he makes simple vocalizations that become increasingly intelligible. These are accomplished by greater understanding of gestures and commands. He begins to

understand language late in the first year to make meaningful associations between words and what they stand for. A normal child will say his first word, sometime around his first birthday. At the age of two, the child has a repertoire of 3 to 50 words. Two—word phrases are common and the child has more interest in verbal communications. When he is two and a half years of age, every day he says new words and has utterance of three and more words. At three years of age, he has a vocabulary of some 1000 words. Lenneberg is of opinion that language is well established at four years 6 months.

What are the characteristics of the rudimentary syntactic structure in the young child's language? The childish grammar which is called pivot grammar. is the child's own way of combin ing words. In pivot grammar a child uses a single word as the pivot for all his linguistic constructions. For example a child might use his name as the pivot and say: "Ashok go" and "Ashok eat", The first sentences uttered by the child are generally cut down 'telegraphic' in form. For example, "see car mum". These abbreviations are done to eliminate words which the child cannot possibly use. However, from the very beginning of multi-word sentences, children usually reveal order, regularities in speech. Certain frequent words may occupy fixed positions.

The role of parental speech and its imitation by the child in the formulation of syntactic rules, cannot be overlooked. Adults expand what children say in order to check their understanding of what the children say, thus making the assumption that children can comprehend more grammatical features than they an produce When the parent expands child's speech, he is extend ing the codes of the community to the child. It is important to listen to what the child says. What is the content? Piaget is of opinion that the speech of the child takes on egocentric pattern and socialised pattern. Egocentric speech is a kind of monologue and this forms half of what a young child says. In socialised speech, the child addresses the listener and tries to share meanings and communicate ideas.

According to the view of Soviet psychologists like Luria and Vigotsky, language is of key importance in the child's control of his behaviour. There is the functional use of speech and it is used as the means for voluntary direction of attention. The child begins to regulate his own behaviour by talking to himself; telling himself what to do. Later he ceases to use external speech and regulates his behaviour by a kind of internal speech. The school going child controls his behaviour primarily by means of verbal stimulation or mediation.

The child's speech is related to his mental development. For instance, in the case of retarded children it is seen that their speech is not properly developed. This is because language is of great significance in the development of our patterns of behaviour. Any deficiency in the development of language would cause difficulty in the mastery of complex systems of thought. Intelligence, on its part, determines language development. It is seen that children of superior intelligence talk early and are advanced in all the aspects of language development.

Language experience may increase the efficiency of concept formation in deaf children. The capacity of the deaf to deal with ceneeptual tasks is not generally retarded. Furth gave nonverbal concept learning tasks to 180 deaf children and it was found that they were not inferior to hearing children in tasks like showing symmetry and sameness of figures and pictures. Progress in the use of language will help the deaf children in the development of their conceptual thinking.

The child's social contacts and his language development are related. Children who are disadvantaged with regard to their parents' position in the society receive a language which will not help them very much in language development. Such children would find it difficult to use language for communication. Bernstein says that children from low social settings will have unfinished sentences, rigid and limited use of adjectives and adverbs. This is referred to as the restricted code. The language that they receive from their parents too is not chaste. But in the higher social classes, argues Bernstein, the elaborated code is used. The child

uses complex sentences. Questions are encouraged to individualize his thinking. There are accurate grammatical order and syntax in the child's speech The disadvantaged child will have difficulties when he attends school because of his restricted code, while the child attends school from the upper classes with his elaborated' code will find the language used in the school setting meaningful.

Language development and social development aid one another. If children, especially in the pre-school age are provided opportunities to play with others of their own age, that will stimulate language development. Pre schoolers seem to talk too much. They frequently interrupt because what they have to say is still the most important thing in the world to them. Commonly, around the age of 4, they go on a spree of name-calling and experimenting with nonsensical singsongs. The desire of the children to make an impression on others or to get them to do what they want, is a great incentive to speech.

The child's vocabulary will grow and he will acquire new sentence patterns only if he is placed in a variety of experiences. He must feel the need to express ideas. gained from seeing different pictures. objects and actions and participating in new games and actions. Nursery schools should make the child feel at ease in talking out. The nursery school teachers should be patient and understanding The child should feel that he is secure in the nursery school. He should receive warmth and affection from the teachers. Such an atmosphere will help the child to speak. He should be provided opportunities to narrate his experiences and his thoughts. Listening to nursery rhymes, poems and stories also aids language development.